**K-5 Math Lesson Plan**

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| **Teacher: Donnell** | | | | **Grade: K** | | | | **Date(s)**:  Optional (2 day lesson) |
| **Unit Title:**  **Unit 1 - Count Numbers 0-30** | | | | | **Corresponding Unit Task: Corresponding Unit Task: (Taught prior to Performance Task 1): Students should be able to rote count to 25.** | | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?** | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | |
| **Teacher:**  -Whiteboard or Overhead projector  -dry erase markers  -number graph  -recording sheet  - number cube  **Websites:**  “*Numerals Jam”*  <http://illuminations.nctm.org/LessonDetail.aspx?ID=L502>    **Computer Station:** ([**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html)) | | **Student:**  **Day 1**  -Whiteboard  -dry erase markers  -blank paper -pencils  -Numeral practice sheet (See -Math Work Stations page 240). -number graph  -recording sheet  - number cube  - clay (or play dough)  -numeral  -Counting Bags | | | | **Picture vocabulary card:**  **Count (**to recite numerals in order) | | |
| **Learning Experience** | | | | | | | | |
| **and the child will slide 3 counters under their left hand 8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: - K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).   |  |  | | --- | --- | |  | Correlates to NCSCOS Math Objective 1.01c) | |  |  | | | | | | | | |
| **I Can Statement(s):**  *I can count numbers 0-20.*  *When I count objects, I can write the number to show how many.* | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   * Introduce E.Q’s, I can statements and word wall word (count). * Ask students if they have ever made number shapes with their body. Share responses. * Allow students to make a few number shapes using their body, their arms, feet, hands, or whole body. Encourage students to be creative. * Teach students a song that will help them remember how to write each number correctly (“*Numerals Jam”). (*<http://illuminations.nctm.org/LessonDetail.aspx?ID=L502> | | | | | | | |
| **Teacher Directed:**   * After singing the song asks students the following questions: Which numerals do you think are the hardest to form? Why? Have students agree or disagree with their classmates. * Explain that numeral formation is related to letter formation; both are important in order to communicate in writing. Have students give examples of how we communicate with numbers. Encourage children to explain their ideas as they share with classmates. * Call 2 volunteers to come stand by you. Ask the class: What number can we write to tell how many children are standing in the front of the class. Have students share ideas. Continue modeling the activity using different numerals. * The teacher will use the board/overhead to reinforce number formation while the students practice on whiteboards. Have a discussion on likenesses and differences in numerals. Have a numeral practice sheet available for students to refer to (See Math Work Stations page 240). * Introduce Math Station (Number Dice Toss): Give students a number graph recording sheet, and a numeral cube. Roll a numeral cube and record it on a graph. Each time the die is rolled the students will write the number in the appropriate column. (See number graph on page 237-240 ) Math Work Stations by Debbie Diller). | | | | | | | |
| **Guided Practice:**   * (Level 3’s & 4’s) Have partners use whiteboards to practice writing numbers. (Level 1’s & 2’s) Have partners make a snake out of the clay (or play dough). Then he or she places the snake on the numeral card in the shape of the numeral. * Number Dice Toss: Have partners roll a numeral cube and record it on a graph. Each time the die is rolled the students will write the number in the appropriate column. (See number graph on page 237-240 ) Math Work Stations by Debbie Diller). * The teacher will circulate the classroom and assist students that may have trouble writing numbers. Continue to ask questions throughout the lesson. | | | | | | | |
| **Independent Practice:**   * Give students blank paper to practice writing numbers 0 through 20. Students who are struggling with writing numbers can trace a skill sheet. * Counting Bags (Have students select a counting bag and draw a numeral card. Each child will practice counting out the appropriate number of counters to correspond with their numeral. Students will write the number correctly to show how many. * Computer Center: Counting to 100 ([**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html))   The teacher will pull students for small group or one-on-one instruction. | | | | | | | |
| **Closing/Summarizing Strategy:**   * Review essential questions and I can statements. *Ask students: How do you know? How did you figure that out?* * Sing (“*Numerals Jam”) again. (*<http://illuminations.nctm.org/LessonDetail.aspx?ID=L502>). | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| * Have students choose their own manipulatives to practice matching numerals to sets * Keep a daily counting jar, record in journal * Count dots in dominoes. Record numbers * Try writing numbers beyond 20 in a math journal. | | | * Tactile numbers * Guided math groups/one-on-one instruction for level 1 and 2 students. * IXL-Numbers and counting up to 20 | | | | * Hold up a numeral card and have students count forward to 20. * Teacher begins counting for the student to get them started. * Reinforce skills using counting books | |
| **Assessment(s):**  Students will be evaluated by the amount of numbers they can write correctly. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | |